



FEDERAL GRANTS AND RESOURCES
 MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
 PO BOX 480, JEFFERSON CITY, MO 65102-0480
 FEDERAL SCHOOL IMPROVEMENT GRANT, TITLE I, SECTION 1003 (G) OF ESEA
 Project Dates: July 1, 2011 to June 30, 2012

COPY



ORIGINAL

DIRECTIONS

Mail the completed form postmarked or delivered by Monday, June 13, 2011 to: Federal Grants and Resources, Missouri Department of Elementary and Secondary Education, PO Box 480, Jefferson City, MO 65102-0480.

Questions, contact Federal Grants and Resources: Phone: (573) 526-3232; Fax: (573) 526-6698; or e-mail to: webrepvisg2010@dese.mo.gov; Visit The Department's website at: dese.mo.gov

THE DEPARTMENT'S APPROVAL - FOR DESE USE ONLY

The Department AUTHORIZED REPRESENTATIVE	SIGNATURE	DATE	TOTAL APPROVED
CRAIG RECTOR	<i>Craig Rector</i>	7-1-11	\$ 272,833

SECTION I. - LEA/DISTRICT AND PROGRAM CONTACT INFORMATION

LEA/DISTRICT/AGENCY NAME Alta Vista Charter School			COUNTY-DISTRICT CODE 048-902
NAME OF BOARD-AUTHORIZED REPRESENTATIVE Gil Guerrero	ADDRESS 1722 Holly	CITY, STATE, ZIP Kansas City, MO, 64108	
E-MAIL ADDRESS gguerrero@guadalupecenters.org	TELEPHONE NUMBER 816-471-2582	FAX NUMBER 816-471-2139	
NAME OF GRANT CONTACT Ed Mendez	ADDRESS 1722 Holly	CITY, STATE, ZIP Kansas City, MO, 64108	
E-MAIL ADDRESS emendez@altavistacharterschool.org	TELEPHONE NUMBER 816-471-2582	FAX NUMBER 816-471-2139	
NAME OF LEA TURNAROUND OFFICER (if known) Bianca Anchondo-Polite	ADDRESS 1722 Holly	CITY, STATE, ZIP Kansas City, MO, 64108	
E-MAIL ADDRESS banchondo_07@yahoo.com	TELEPHONE NUMBER 816-471-2582	FAX NUMBER 816-471-2139	

SECTION II. - ASSURANCES

The LEA/district must include the following assurances in its application for a School Improvement Grant.

Check the boxes in this table to include the assurances in this application:

The LEA/district must assure that it will—

- ☒ Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA/district commits to serve consistent with the final requirements;
- ☒ Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;
- ☒ If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
- ☒ Report to the SEA the school-level data required under section III of the final requirements.

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 7th Floor, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or Relay Missouri 800-735-2966.

SECTION III. - WAIVERS

Missouri has requested waivers of requirements applicable to the LEA's/district's School Improvement Grant, an LEA/district must indicate which of those waivers it intends to implement.

The LEA/district must check each waiver that the LEA/district will implement. If the LEA/district does not intend to implement the waiver with respect to each applicable school, in an attached document, the LEA/district must indicate for which schools it will implement the waiver.

☒ Extending the period of availability of school improvement funds.

Note: Missouri has requested a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs/districts in the State.

☐ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

☐ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.

LEA/district approval for The Department to provide direct services:

☒ The LEA/district approves The Department's use of grant funds to provide improvement services directly to the LEAs/districts and schools.

SIGNATURE OF BOARD AUTHORIZED REPRESENTATIVE

DATE

SIGNATURE OF SUPERINTENDENT (If other than Authorized Representative)

DATE

SECTION IV. - LEA/DISTRICT YEAR TWO TOTAL BUDGET & SUPPORTING DATA*This is the total of Year Two Implementation and Administration budgets for all building and district activities.*

YEAR TWO SIG FUNDS	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction 1003 (g) SIG		\$25,280	\$1,980					\$27,260
1200 Supplemental Instruction (Title I) 1003 (g) SIG	\$40,000	\$30,000	\$16,465					\$86,465
2100 Non Instructional Support Services 1003 (g) SIG								
2200 Professional Development 1003 (g) SIG	\$22,500	\$78,000	\$20,608	\$38,000				\$159,108
2600 Planning and Evaluation 1003 (g) SIG								
3000 Community Services 1003 (g) SIG								
Program Costs Subtotal 1003 (g) SIG	\$62,500	\$133,280	\$39,053	\$38,000				\$272,833
Indirect Costs								
Administrative Costs 1003 (g) SIG								
ADMINISTRATIVE COSTS SUBTOTAL 1003 (g) SIG								
GRAND TOTAL 1003 (g) SIG	\$62,500	\$133,280	\$39,053	\$38,000				\$272,833

SECTION V. - SCHOOLS TO BE SERVED

[illegible]

1. TU - TURNAROUND, RE - RESTART, CL - CLOSURE, TR - TRANSFORMATION
2. The LEA/district that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.
3. The Department will provide each LEA/district with a list of the schools that are eligible to be served in Tiers I, II, and III. The LEA/district will indicate in the application which schools it intends to serve and which intervention it intends to implement in the selected Tier I and Tier II schools.

SECTION VI.A. - LEA/DISTRICT/BUILDING YEAR TWO STRATEGIES AND ACTIVITIES TEMPLATE (COPY AS NEEDED)

List the strategies from the LEA/district implementation plan and school plans that support the selected interventions and improvement activities at the LEA/district level and for each school to be served. Relate the strategies and activities from the plans to the budget codes from the budget template and complete a budget for the LEA/district and each school the LEA/district has committed to serve. Include references to the Goals, Objectives, Strategies, and Action Steps that direct the implementation of the intervention and improvement activities.

LEA/DISTRICT/BUILDING NAME
ALTA VISTA CHARTER SCHOOL

COUNTY-DISTRICT - BUILDING CODE
048-902-1925

Budget Codes	Related Strategies and Activities
1100 Instruction	<ul style="list-style-type: none"> Expand extended learning opportunities (e.g., afterschool tutoring, pull-out program during advisory period, Saturday school) to students who are below grade level in math and reading. Implement a dual Spanish/English language arts curriculum to support students' literacy skills, particularly ELLs. Provide stipend for teachers to develop curriculum/instructional units through <i>Understanding by Design</i> process. Continue partnership with Teach For America to fill high-need subject areas, such as math, as positions become available. Create a reward system for teachers who demonstrate measurable results, and a system for removing ineffective teachers. Identify support personnel needed to assist student subgroups not meeting AYP and to meet the growing needs of the school including expansion of a new middle school. Assess student performance and provide students appropriate skill- building programs in content areas using educational software, with particular attention to special populations and subgroups, such as ELLs, special education students, and students at risk of dropping out.
1100 Instruction 1003 (g) SIG	<ul style="list-style-type: none"> Expand extended learning opportunities (e.g., afterschool tutoring, pull-out program during advisory period, Saturday school) to students who are below grade level in math and reading. Implement a dual Spanish/English language arts curriculum to support students' literacy skills, particularly ELLs. Provide stipend for teachers to develop curriculum/instructional units through <i>Understanding by Design</i> process. Continue partnership with Teach For America to fill high-need subject areas, such as math, as positions become available. Create a reward system for teachers who demonstrate

	<p>measurable results, and a system for removing ineffective teachers.</p> <ul style="list-style-type: none"> Identify support personnel needed to assist student subgroups not meeting AYP and to meet the growing needs of the school including expansion of a new middle school. Assess student performance and provide students appropriate skill- building programs in content areas using educational software, with particular attention to special populations and subgroups, such as ELLs, special education students, and students at risk of dropping out.
1200 Supplemental Instruction(Title I)	
1200 Supplemental Instruction(Title I) <i>1003 (g) SIG</i>	<ul style="list-style-type: none"> Provide supplemental math and reading courses as part of the curriculum.
2100 Non Instructional Support Services	
2100 Non Instructional Support Services <i>1003 (g) SIG</i>	<ul style="list-style-type: none"> Provide paraprofessional support to Level 1 and 2 ESL students. Data Analyst responsible for establishing a system to collect, organize, and analyze student achievement data. The School Improvement Coordinator will assist the Principal in leading the implementation, monitoring, and evaluation of the Federal School Improvement Grant and assist the Principal in building the capacity of the school staff to improve teaching and learning.
2200 Professional Development	
2200 Professional Development <i>1003 (g) SIG</i>	<ul style="list-style-type: none"> Create a system of weekly classroom formative and summative assessments for all content areas. Implement Professional Learning Communities with the focus on Data Teams. Provide professional development for and implement research-based instructional strategies (e.g., vocabulary development, oracy, use of visuals, think-alouds, use of graphic organizers) to support students' literacy skills. Provide training in Understanding by Design to develop an updated rigorous curriculum aligned with state and national standards. Expand provision of differentiated instruction professional development on differentiated instruction for lead teachers to meet the needs of all ability groups and use assessment data to plan lessons. Provide 100% tuition assistance for teachers to obtain

	<p>their ESOL endorsement.</p> <ul style="list-style-type: none"> • Provide on-going literacy and math consultants to develop teachers' content expertise, increase the rigor of instruction, and support school-wide literacy plan.
2600 Planning and Evaluation	
2600 Planning and Evaluation 1003 (g) SIG	
3000 Community Services	
3000 Community Services 1003 (g) SIG	
Administrative Costs	
Administrative Costs 1003 (g) SIG	

SECTION VI.B. - LEA/DISTRICT/BUILDING YEAR TWO IMPLEMENTATION BUDGET TEMPLATE (COPY AS NEEDED)

Use this template to enter required school and LEA/district budget totals to be submitted with the LEA/District SIG Application. Complete a budget for the LEA/district and each school for year two of the three year grant period.

LEA/DISTRICT/BUILDING NAME					COUNTY-DISTRICT - BUILDING CODE			
ALTA VISTA CHARTER SCHOOL					048-902-1925			
Year Two 2011-12	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials/ Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction	\$720,153	\$34,800	\$164,125	\$85,800	\$128,175			\$1,133,053
1100 Instruction 1003 (g) SIG		\$25,280	\$1,980					\$27,260
1200 Supplemental Instruction(Title I)								
1200 Supplemental Instruction(Title I) 1003 (g) SIG	\$40,000	\$30,000	\$16,465					\$86,465
2100 Non Instructional Support Services								
2100 Non Instructional Support Services 1003 (g) SIG								
2200 Professional Development								
2200 Professional Development 1003 (g) SIG	\$22,500	\$78,000	\$20,608	\$38,000				\$159,108
2600 Planning and Evaluation								
2600 Planning and Evaluation 1003 (g) SIG								
3000 Community Services								
3000 Community Service 1003 (g) SIG								
Administrative Costs								
Administrative Costs 1003 (g) SIG								
Program Costs Subtotal (Not including 1003 (g) SIG)	\$720,153	\$34,800	\$164,125	\$85,800	\$128,175			\$1,133,053
1003 (g) SIG Subtotal	\$62,500	\$133,280	\$39,053	\$38,000				\$272,833
Grand Total	\$782,653	\$168,080	\$203,178	\$123,800	\$128,175			\$1,405,886

SECTION VI.C. - LEA/DISTRICT/BUILDING YEAR TWO BUDGET ITEMIZATION (COPY AS NEEDED)

LEA/DISTRICT/BUILDING NAME ALTA VISTA CHARTER SCHOOL		COUNTY-DISTRICT - BUILDING CODE 048-902-1925
BUDGET ITEMIZATION		GRANT FUNDS REQUESTED
6100: Certificated Salaries		
1 Full-time supplemental reading teacher		\$40,000
25 teachers, 40 hours each @ \$18.50 per hour (Curriculum Development) = \$ 18,500		\$18,500
2 teachers, stipend rate at \$2,000 each (PLC leaders) = \$4000		\$4,000
6100 Subtotal		\$62,500 ✓
6150: Non-certificated Salaries		
1 Turnaround Officer		\$50,000
1 Data Analyst		\$28,000
1 Full-time ESL Para		\$30,000
10 tutors, 6 hours per week @ \$12 per hour 30 weeks for = \$21,600		\$21,600
1 Substitute teacher, 32 days @ \$115 per day = \$ 3,680		\$3,680
6150 Subtotal		\$133,280 ✓
6200: Employee Benefits (optional categories)		
FICA		
Medicare		
Retirement (Teacher or Non-Teacher)		
Health, Life, and/or Dental Insurance		
Other Benefits		
6200 Subtotal		\$39,053 ✓
6300: Purchased Services		
ESOL Endorsement Classes \$1,000 each course, 20 teachers, 1 course per teacher = \$20,000		\$20,000
4 consulting sessions @ \$2000 per session for Literacy = \$ 8000		\$8,000
4 consulting sessions @ \$2500 per session for Curriculum Development= \$10,000		\$10,000
6300 Subtotal		\$38,000 ✓
6400: Materials/Supplies		
6400 Subtotal		\$0 ✓
6100-6400 Subtotal		\$272,833 ✓
Indirect Cost Optional (Restricted Rate: ____ % X Subtotal)		\$0
6500: Capital Outlay		
6500 Subtotal		\$0
TOTAL		\$272,833 ✓

SECTION VII. – NARRATIVE

The responses to Sections VII.A. – D. are limited to 20 pages of double spaced 10-12 point font.

SECTION VII.A. – DISCUSSION OF YEAR ONE

Describe progress made toward each objective approved in the 2010-2011 application.

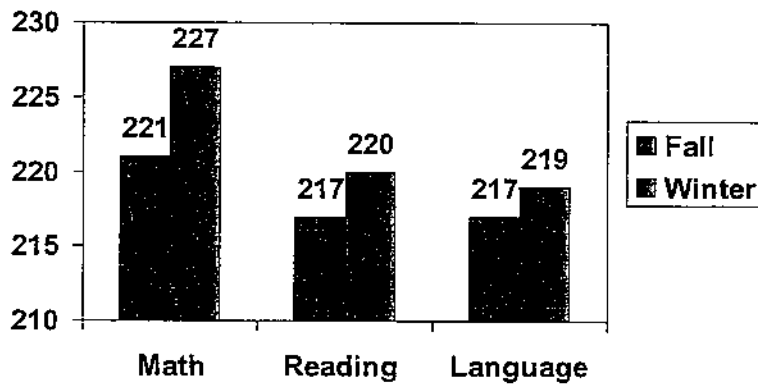
- 1) Provide a summary of MAP and other relevant data to document progress toward meeting objectives;

Preliminary EOC results for Algebra I indicate a significant increase in the percentage of students who achieved proficient or advanced from 40.4% last year to 80% this year, thereby meeting the AYP goal. Results for English II indicate a slight decrease of the percentage of students who achieved proficient or advanced from 66.7% last year to 56.6% this year. These results are consistent with the benchmark assessments and NWEA data for the group of students who took the English II assessment. There were higher NWEA scores of the group from last year and this year's group had several ESL students who had lower NWEA scores. Nonetheless, there were 4 students who were 1 point away from the cutoff score for reaching proficient on the English II assessment which would have made the overall percentage of students scoring proficient or advanced to 70% which would have been higher than the scores last year. Below is some NWEA data that shows growth being made between our interim assessments as well as the level at which many of our students scored.

Indicator #3: Student Progress over Time (Growth)

The NWEA RIT scores of Alta Vista students increased substantially between Fall and Winter testing 2010

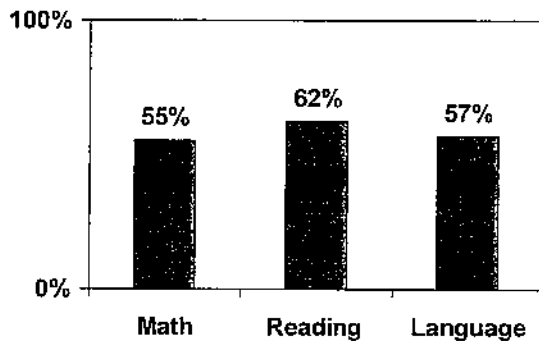
Median RIT Score



Indicator #3: Student Progress over Time (Growth)

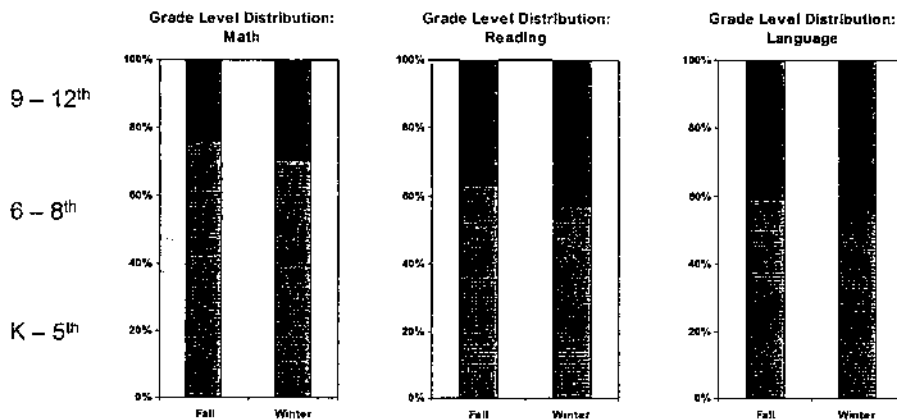
The majority of students are now on target to make 2+ years of growth during one academic year

**% of Students Who Made Growth of >1 Year
Between Fall and Winter**



Grade Level Distribution

From Fall to Winter 2010, we decreased the number of students scoring K-5 and increased the number scoring 9-12.



- 2) Provide a summary of measurable data explaining progress toward meeting professional development objectives;

The following table is a summary of the May and June DESE classroom observations. Our professional development objectives centered around implementing research-based instructional strategies (e.g., vocabulary development, oracy, use of visuals, think-alouds, use of graphic organizers) to support students' literacy skills. Differentiated instructional strategies were a key component of our professional development plan so that teachers could meet the needs of all ability groups and use assessment data to plan lessons. The classroom observation data helps to determine the extent to which these strategies are being used in the classroom and the impact they are having on student achievement.

Classroom Observation Form Reporting

Total N =	13
District	Alta Vista Charter Sch 13 (100.0%)
School	Alta Vista Charter Sch. 13 (100.0%)

Subject **Communication Arts** 4 (30.8%) **Science** 3 (23.1%) **Social Studies** 2 (15.4%)
Other 2 (15.4%) **Math** 1 (7.7%) **Physical Education / Health** 1 (7.7%)

Class Period Observed **Middle** 7 (53.8%) **Beginning** 5 (38.5%) **End** 1 (7.7%)

Grade Level **mult** 6 (46.2%) **12** 3 (23.1%) **9** 2 (15.4%) **10** 1 (7.7%) **11** 1 (7.7%)

Evidence

Learning Objectives

	N/O	Low	Some	Strong
The teacher shared learning objectives with the student in a verbal or visual manner. (bar) (line)	5 (38.5%)	0 (0.0%)	0 (0.0%)	8 (61.5%)
The students understood the "LOs". (bar) (line)	0 (0.0%)	0 (0.0%)	1 (7.7%)	12 (92.3%)
The instructional activity aligned to the "LOs". (bar) (line)	0 (0.0%)	1 (7.7%)	2 (15.4%)	10 (76.9%)
"LOs" were revisited during the course of the lesson. (bar) (line)	6 (50.0%)	1 (8.3%)	0 (0.0%)	5 (41.7%)
Summary: LO's were made clear, understood by students, and used to guide the lesson. (bar) (line)	0 (0.0%)	1 (7.7%)	2 (15.4%)	10 (76.9%)

Evidence

DOK and Rigor

	N/O	Low	Some	Strong
Students were consistently required to think and perform at levels beyond simple recall. (bar) (line)	0 (0.0%)	4 (30.8%)	7 (53.8%)	2 (15.4%)
The teacher capitalized on opportunities to move students toward more complex thinking. (bar) (line)	1 (7.7%)	3 (23.1%)	6 (46.2%)	3 (23.1%)
The level of complexity in the lesson aligned with the learning objectives. (bar) (line)	0 (0.0%)	2 (15.4%)	2 (15.4%)	9 (69.2%)
The students demonstrated complex thinking. (bar) (line)	0 (0.0%)	3 (25.0%)	8 (66.7%)	1 (8.3%)
Summary: Tasks emphasized higher-order thinking and the lesson resulted in student learning. (bar) (line)	0 (0.0%)	3 (23.1%)	7 (53.8%)	3 (23.1%)

Evidence

Engagement

	N/O	Low	Some	Strong
Students demonstrated high attention and commitment to the lesson. (bar) (line)	0 (0.0%)	1 (7.7%)	2 (15.4%)	10 (76.9%)
The teacher actively facilitated the lesson and assisted the students. (bar) (line)	1 (7.7%)	2 (15.4%)	1 (7.7%)	9 (69.2%)
The teacher conveyed high expectations for learning. (bar) (line)	0 (0.0%)	2 (16.7%)	1 (8.3%)	9 (75.0%)
The teacher effectively drew disengaged students into instruction. (bar) (line)	3 (23.1%)	2 (15.4%)	2 (15.4%)	6 (46.2%)
Summary: Teacher & students focused on the lesson and actively participated in the learning. (bar) (line)	0 (0.0%)	2 (15.4%)	1 (7.7%)	10 (76.9%)

Evidence

Content

	N/O	Low	Some	Strong
The lesson targeted one or more state GLEs. (bar) (line)	2 (15.4%)	0 (0.0%)	0 (0.0%)	11 (84.6%)
The teacher made appropriate connections to the culture of the students. (bar) (line)	4 (30.8%)	2 (15.4%)	1 (7.7%)	6 (46.2%)
The teacher adjusted the content to accommodate student needs. (bar) (line)	3 (23.1%)	2 (15.4%)	3 (23.1%)	5 (38.5%)
The teacher appeared confident and knowledgeable about the content. (bar) (line)	0 (0.0%)	1 (7.7%)	2 (15.4%)	10 (76.9%)
The teacher made the lesson relevant to the students' life experiences. (bar) (line)	3 (25.0%)	2 (16.7%)	0 (0.0%)	7 (58.3%)
Summary: The content and delivery of the lesson addressed State GLEs and important learner outcomes. (bar) (line)	0 (0.0%)	2 (15.4%)	3 (23.1%)	8 (61.5%)

Classroom Management

Evidence

	N/O	Low	Some	Strong
There is evidence that the teacher has effectively taught expectations, rules, routines, procedures and transitions. (bar) (line)	0 (0.0%)	1 (7.7%)	0 (0.0%)	12 (92.3%)
The teacher interacted positively with the students. (bar) (line)	0 (0.0%)	0 (0.0%)	1 (7.7%)	12 (92.3%)
Students interacted positively with each other. (bar) (line)	0 (0.0%)	0 (0.0%)	0 (0.0%)	13 (100.0%)
The teacher managed instructional time effectively. (bar) (line)	0 (0.0%)	1 (7.7%)	2 (15.4%)	10 (76.9%)
The physical appearance and arrangement of the classroom supported learning. (bar) (line)	1 (8.3%)	1 (8.3%)	1 (8.3%)	9 (75.0%)
The teacher displayed appropriate visual aids and reference materials to support learning. (bar) (line)	1 (7.7%)	1 (7.7%)	2 (15.4%)	9 (69.2%)
The teacher displayed recent student work with scoring guides that exhibited work at different levels of complexity. (bar) (line)	9 (75.0%)	1 (8.3%)	1 (8.3%)	1 (8.3%)
Summary: The teacher maximized learning and positive behavior through the arrangement of the classroom and the use of effective classroom management strategies. (bar) (line)	0 (0.0%)	0 (0.0%)	2 (15.4%)	11 (84.6%)

Evidence

Assessment

	N/O	Low	Some	Strong
The teacher effectively used pre-assessment to guide student learning. (bar) (line)	8 (61.5%)	0 (0.0%)	2 (15.4%)	3 (23.1%)
The teacher provided "rubrics" or other guides to focus students on learning targets and how the targets would be assessed. (bar) (line)	6 (46.2%)	0 (0.0%)	1 (7.7%)	6 (46.2%)
Most students appeared to understand the learning targets. (bar) (line)	1 (7.7%)	0 (0.0%)	3 (23.1%)	9 (69.2%)
There was evidence that student feedback was used to adjust the lesson. (bar) (line)	1 (7.7%)	0 (0.0%)	2 (15.4%)	10 (76.9%)

The teacher attended to student questions and comments in an effective manner. (bar) (line)	2 (15.4%)	1 (7.7%)	3 (23.1%)	7 (53.8%)
The teacher implemented assessment strategies during the lesson to check for student understanding. (bar) (line)	1 (7.7%)	0 (0.0%)	5 (38.5%)	7 (53.8%)
The teacher provided specific and timely feedback to students. (bar) (line)	2 (15.4%)	0 (0.0%)	3 (23.1%)	8 (61.5%)
The teacher designed assessments to accommodate student needs. (bar) (line)	1 (7.7%)	1 (7.7%)	2 (15.4%)	9 (69.2%)
Summary: The teacher effectively assessed student learning before, during and at the end of the lesson. (bar) (line)	0 (0.0%)	1 (8.3%)	4 (33.3%)	7 (58.3%)

Evidence

Instruction

	N/O	Low	Some	Strong
The teacher selected and effectively implemented an appropriate instructional strategy to facilitate student learning. (bar) (line)	0 (0.0%)	1 (8.3%)	1 (8.3%)	10 (83.3%)
The teacher appeared fluent in more than one strategy. (bar) (line)	1 (7.7%)	2 (15.4%)	2 (15.4%)	8 (61.5%)
The teacher used effective strategies to help students apply their knowledge. (bar) (line)	0 (0.0%)	1 (7.7%)	3 (23.1%)	9 (69.2%)
The teacher made effective use of instructional resources (including technology). (bar) (line)	0 (0.0%)	0 (0.0%)	2 (15.4%)	11 (84.6%)
The teacher adjusted the lesson to accommodate students' needs. (bar) (line)	4 (30.8%)	1 (7.7%)	3 (23.1%)	5 (38.5%)
The instructional strategies had a clear connection to the learning targets. (bar) (line)	0 (0.0%)	0 (0.0%)	1 (8.3%)	11 (91.7%)
Summary: The instructional strategies facilitated learning for most students. (bar) (line)	0 (0.0%)	1 (7.7%)	3 (23.1%)	9 (69.2%)

3) Describe the challenges and accomplishments in meeting your objectives in 2010-2011.

Alta Vista serves a student population that is 77% ESL, many of which have struggles in reading and writing. As mentioned above, the results for English II indicate a slight decrease of the percentage of

students who achieved proficient or advanced from 66.7% last year to 56.6% this year. This is primarily due to lower literacy skills of the students who took the test as compared with last year's group as indicated by the NWEA scores which has proven to be a good predictor of proficiency levels of the state assessment. All of our students transfer into the 9th grade new to Alta Vista from various education settings. Although our LAS and WIDA scores show that the vast majority of ELL students increase in the four domains tested, we have an aggressive timeline of one year before they take the English II assessment. Our goal was to score at 68% proficient or advanced and this was narrowly missed as 4 students were 1 point away from the cutoff scores. We were proud of our accomplishments in Math as preliminary data shows that 80% of our students scored proficient or advanced, which is above the AYP goal for the state of Missouri.

SECTION VII.B. – YEAR TWO TIMELINE

Describe the year two timeline for implementing the planned activities for the selected interventions in each Tier I and Tier II school the LEA/district commits to serve. All planned activities were included in the original plan submitted with your first application.

- 1) Provide a LEA/district timeline that includes specific dates for implementation of all components of the selected intervention;
- 2) Provide a timeline that is reasonable, achievable, and reflects urgency;
- 3) Provide a timeline that includes implementation and evaluation dates;

Subtask and Activity	Year 2 Detail by Month (July to June)											
	1	2	3	4	5	6	7	8	9	10	11	12
Strategy 1. Expand extended learning opportunities (e.g., after												

school tutoring, pull-out program during advisory period, Saturday school) to students who are below grade level in math and reading.		▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
Strategy 2: Provide supplemental math and reading courses as part of the curriculum.		▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
Strategy 3: Create a system of weekly classroom formative and summative assessments for all content areas.		▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
Strategy 4: Analyze results from weekly assessments as part of an early warning system for classroom teachers to identify students at risk of academic failure and implement appropriate interventions		▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
Strategy 5: Provide professional development for and implement research-based instructional strategies (e.g., vocabulary development, oracy, use of visuals, think-alouds, use of graphic organizers) for math and literacy for all students.		▲			▲		▲			▲		
Objective 2: To implement a rigorous curriculum aligned with state and national standards												
Strategy 1: Provide training in UbD for core content teachers in using UbD.	▲											▲
Strategy 2: Provide training in UbD for elective teachers and middle school teachers.	▲											▲
Strategy 3: Hold Authentic Education workshops; provide Authentic Education consultants and access to online courses and tools for evaluation of textbooks.		▲		▲		▲		▲		▲		
Strategy 4: Provide ongoing feedback and support to teachers through the development of instructional units.	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	
Strategy 5: Establish clear points or benchmarks in all subjects to evaluate where classes are in relation to pacing of instructional		▲		▲		▲		▲		▲		

units.													
Objective 3: To increase the rigor of classroom instruction through instructional coaching													
Strategy 1: Develop a strategic approach to classroom observation with a clear calendar for class visits and provision of specific feedback and coaching to teachers on the outcomes.		▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	
Strategy 2: Focus monitoring and evaluation more closely on student outcomes and use the information more precisely for instructional planning.		▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	
Strategy 3: Expand provision of train-the-trainer professional development on differentiated instruction for lead teachers to meet the needs of all ability groups and use assessment data to plan lessons.	▲												
Strategy 4: Provide biweekly coaching by leadership team to ensure that all lessons are planned in detail and incorporate a range of identified components (see Appendixes J and K for these components).		▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	
Strategy 5: Develop post-high-school plans for every student.		▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	
Strategy 6: Provide on-going literacy and math consultants to develop teachers' content expertise, increase the rigor of instruction, and support school-wide literacy plan.		▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	
Objective 4: To recruit and attract more highly effective staff													
Strategy 1: Continue partnership with Teach For America to fill high-need subject areas, such as math, as positions become available.	▲										▲	▲	▲
Strategy 2: Provide 100% tuition reimbursement for teachers to obtain their ESOL endorsement.	▲						▲						
Objective 5: To develop and implement a comprehensive teacher evaluation system that involves removing ineffective teachers and creating a reward system for teachers who demonstrate													

measurable results												
Strategy 1: Research best practices of performance management teacher evaluation systems that include protocols to reward and remove staff.	▲	▲	▲	▲	▲	▲						
Strategy 2: Create an initial/pilot teacher evaluation system that uses student growth as one significant factor.							▲	▲	▲	▲	▲	▲
Strategy 3: Create a reward system for teachers who demonstrate measurable results and a system for removing ineffective teachers.							▲	▲	▲	▲	▲	▲
Strategy 4: Revise teacher evaluation system for final use.	▲											
Objective 6: To fully integrate technology into all aspects of curriculum, instruction, and assessment												
Strategy 1: Assess student performance and provide students appropriate skill-building programs in content areas using educational software, with particular attention to special populations and subgroups such as ELLs, special education students, and students at risk of dropping out (e.g., Edusoft, Read 180, System 44, Odysseyware, Math Facts).		▲	▲									
Strategy 2: Identify and acquire additional technology hardware that supports and enhances school-wide literacy efforts (e.g., laptop computers to implement System 44, Odysseyware).		▲	▲									
Objective 7: To maintain and enhance current level of parental and community support and involvement.												
Strategy 1: Provide community participation programs, family literacy services, and parent workshops to students and their families.		▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	
Strategy 2: Enhance parental awareness and communication about the school and services offered through the Guadalupe Center.		▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	
Strategy 3: Provide a bilingual		▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	

parent liaison to support teachers in communicating with Spanish-speaking parents, conduct bilingual parent workshops, and provide translations of official and nonofficial communication to parents in their native language.													
Strategy 4: Actively involve parent advisory committee in the school improvement process.		▲				▲							

SECTION VII.C. – DISCUSSION OF SCHOOL YEAR 2011-2012

Discuss the 1003(g) School Improvement Grant (SIG) program as it will be implemented during the 2011-2012 school year. Include information about how the district will support 1003(g) SIG efforts programmatically and fiscally.

Alta Vista will continue to build on the key strategies started in Year 1 and on the strengths identified on the mid-year progress report and end of year SIG Site review report. Those strategies which most directly impact classroom instruction and student achievement have been prioritized and centered on curriculum development and how to best work with ESL students. Year two of the SIG program will also bring increased support in the implementation, monitoring, and evaluation of our school improvement work with the addition of a full-time Transformation Director. This person will assist the Principal in building the capacity of the school staff to improve teaching and learning by coordinating the implementation of high-yield SIG strategies. In addition, the transformation director will establish internal accountability practices which include:

- Establish processes for monitoring the implementation and impact of the MOSIG goals and strategies
- Implement "mapping" processes to identify and support staff needs
- Establish and utilize a data dashboard to monitor leading indicators of improvement
- Establish processes to assess and monitor the effectiveness of PLC's, data teams, or collaborative team time.
- Establish processes to assess the impact of PD on student learning.
- Establish processes to monitor the implementation of PD within each classroom.

To support SIG efforts programmatically and fiscally, Alta Vista has established a partnership with National Council of La Raza (NCLR) to replicate the reforms implemented as part of the school improvement grant. NCLR will leverage its unique position in national advocacy to pursue policy changes for Latino education based on the evidence and lessons learned that emerge from Alta Vista and four other schools in its network of affiliates. Taking a long-term approach to this important work,

SECTION VII.D. – STAFFING CHANGES

Describe any changes made in the teaching staff and/or instructional leaders at the building and/or District levels in SIG served buildings for year two.

There are two Math teachers who will not be returning as they have completed their second year in the Teach for America program. These two teachers are being replaced with two other TFA candidates with a strong background in math. Since the school has developed and implemented a benchmarking curriculum, these teachers have the distinct advantage of working from a detailed curriculum that includes daily lesson plans, assessments, and grading procedures. A transition plan has been developed and the previous teachers will spend sufficient time training the new teachers on the system. In addition, there is a Spanish teacher who is relocating to Colorado due to her husband's career. Two other teachers (Science and English) were not performing at expected levels, were placed on Professional Improvement Plans, and have decided to move on. All vacant positions have been filled with highly motivated and highly referred individuals from other schools.